**Lesson #1 and Unit Hook**

This page should be repeated for each individual lesson that makes up the unit.

**Problem statement:**

In the media today, there is a disparity with how various demographic groups are portrayed and referred to. While some groups are referenced with seemingly innocuous language and descriptions, others do not share that privilege. In order to best understand how to solve this inequity, we must first understand the challenges these groups face due to loaded language and discover how to push against it.

**Learning objectives:**

* Reflect on stereotypes of teens in current media
* Analyze content of three sources to triangulate a common perception of teenagers as seen through popular media

**Lesson standards:**

[CCSS.ELA-Literacy.RI.9-10.1](http://www.corestandards.org/ELA-Literacy/RI/9-10/1/)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.2](http://www.corestandards.org/ELA-Literacy/RI/9-10/2/)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.6](http://www.corestandards.org/ELA-Literacy/RI/9-10/6/)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Soft skills:**

* **Communication:** 
  + Students will communicate in small teams to discuss possible impacts of teenagers’ portrayal in popular media
* **Collaboration:**
  + Students will collaborate with team members to generate other examples they are aware of in popular media which portray teenagers negatively
* **Critical Thinking:**
  + Students will think critically about the negative depictions of teenagers and the impacts on their own lives (For instance, are they treated differently by family members, bosses, etc?)
* **Creativity:** 
  + Brainstorm and outline a 30-60 second newscast or commercial which portrays teenagers accurately and in a more positive light,

**Locally and/or personally relevant for students:**

Personal relevance - they are all teenagers

**Connections to career and educational pathways:**

One idea - “consider, as you age, how you want to present yourself to others, including potential employers. What stereotypes might they have about you based on your age? How might you present yourself in such a way as to dispel their doubts?”

**Materials:**

Video clips representing stereotypical views of young people

* [Tide pod challenge clip](https://www.youtube.com/watch?v=mCATqrGPM2k&has_verified=1)
* [*Screenagers* trailer](https://www.youtube.com/watch?v=LQx2X0BXgZg)
* [AllState](https://www.youtube.com/watch?time_continue=2&v=BlfinjxFEYI&feature=emb_logo)

(x2) Large butcher paper for lists attached to wall

**Lesson preparation:**

**Time required:**

50 minutes

**Grouping of students for instruction:**

Pre-existing table groups

No roles needed for students

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

Students are mostly understanding the problem, and exploring it a bit.

**Understanding the Problem**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Contextualizes and presents video clips representing stereotypical views of young people   * [Tide pod challenge clip](https://www.youtube.com/watch?v=mCATqrGPM2k&has_verified=1) * [*Screenagers* trailer](https://www.youtube.com/watch?v=LQx2X0BXgZg) * [AllState](https://www.youtube.com/watch?time_continue=2&v=BlfinjxFEYI&feature=emb_logo) | Respond and consider elements around the launch and then defines what the problem actually is. |
| Facilitate a discussion in groups and whole class using the following protocol…  **Pre-video...**   1. Individually, write a list of adjectives that describe your age group (15-17) 2. Share out list of adjectives, compile class list on poster paper   **Post video...**   1. Individual reactions - identify adjectives/adjective phrases (how do the videos portray your age group?) 2. Class share out of words, compiled on second poster 3. Re-watch video and record the actual language used in the clips 4. In groups, analyze the connotation of the words from the clips | Brainstorm what they already know and what they need to know about this problem…   * In what other ways are people of your generation unfairly portrayed?   + Individually, write a list of adjectives that describe your age group (15-17) * If you were interested in solving this problem, what more would you need to know? |

**Accommodations:**

* Closed captioning on videos/ transcripts if needed.
* Intentional grouping depending on class need/dynamic.
* Sentence starters for graphic organizer and end-of-class freewrite

**Assessment:**

During the final 5 minutes of the lesson, students will respond in writing to the following prompt:

*“Based off of the activities we completed today in class, explain in your own words how the media is able to impact how we view a particular demographic group (such as teenagers).”*

Upon completion of the lesson, teachers will review written responses to the prompt above and assess student’s thinking, justification, and clarity in writing.

Formative Assessment in the Lessons

Summative Assessment for the Unit

**References/Resources:**

Instructional Plan Created by Michelle Coon, Matthew Macomber, and Casey Rummel

**Handout organizer to be used:**

|  |  |
| --- | --- |
| **P.V.** | **A.V.** |
| **Directions: In the space below, write as many adjectives or adjectival phrases to describe your given topic. You will have 60 seconds.** | **Directions: In the spaces below, record 3 adjectives or adjectival phrases about your topic based on the video we watch.** |
| **Video 1 – Newscast** |
| **Video 2 – Movie Trailer** |
| **Video 3 – Commercial** |